External Review Team (ERT) Report Forms

Office of Federal and State Accountability
Division of Accountability

Revised for School Year 2008–09

School: Eau Claire High School

Principal: Rodney Zimmerman

District: Richland One

Superintendent: Percy Mack

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Rationale

Eau Claire High School Profile Information

School Profile:

Students

The student population at Eau Claire High School is 795 ninth through twelfth (9th-12th) grade students. The student attendance rate is 94.3% up from 93.6%. The student retention rate is 10.1% which is down 14.8% from the previous year. Students older than usual for grade are 5.4% which is down from 17.5% and out of school suspensions or expulsions is 1.2%. Five point two percent (5.2%) of the student population are eligible for gifted and talented, 0.6% of the students are enrolled in AP programs, 516 students are enrolled in Career and Technology Center Courses of which 66.8% mastered core competencies. Point five percent (.5%) of our students participate in work-based experiences and 97.9% of the career/technology completers were placed. In 2007, 26.1% of the graduating class was eligible for LIFE Scholarship.

The ethnic composition of the student population is more than 98.4% African American, .9%White, .7% Spanish or other ethnicity. The school's social economic status is 72.2% eating free and reduces meals.

Teachers

Fifty-eight point three percent (58.3%) which is up from 49.2% of the teachers at Eau Claire High School have advanced degrees. The teacher attendance rate is 94.5%. In 2007, 71.4% of the teachers returned from the previous year. The number of highly qualified teachers stood at 85.5%. The school has an experienced principal completing his first year at the school.

School

The historic Eau Claire Community began planning to build a local high school in 1932 when the district's trustees purchased a tract of 32 acres as a prospective site. Construction of Eau Claire High School began in 1948. The original building costs were approximately $500,000. Beginning in 1951 and continuing through 1995, nine major renovations altered the original building. In 2007-2008, ECHS completed construction on a new gymnasium, fine-arts wing and auditorium. Renovations which were also completed in 2007-2008 included science labs, standard classrooms, and mechanical/plumbing/electrical upgrades. School consolidation, population and cultural shifts, and the annexation of the Eau Claire community into the city of Columbia have changed the population of the Eau Claire community and Eau Claire High School by increasing the population of African American students in the school. Eau Claire High School is one of seven high schools in Richland County School District One.

Three Years of Data

An analysis of previous longitudinal HSAP data shown below in chart #1 indicates that in 2005, 86.5% of the students (9Gr2s) passed both parts of the HSAP by spring of their senior year. In 2006, 78.5% of the seniors (9Gr3s) passed the HSAP by spring of their senior year. In 2007, 81.3% of the seniors (9Gr4s) passed the HSAP by spring of their senior year. Even though there was an increase in the longitudinal HSAP passage rate of 3%, significant improvement is needed.

**Chart #1--Longitudinal HSAP Data (Passage by Spring of Senior Year)**
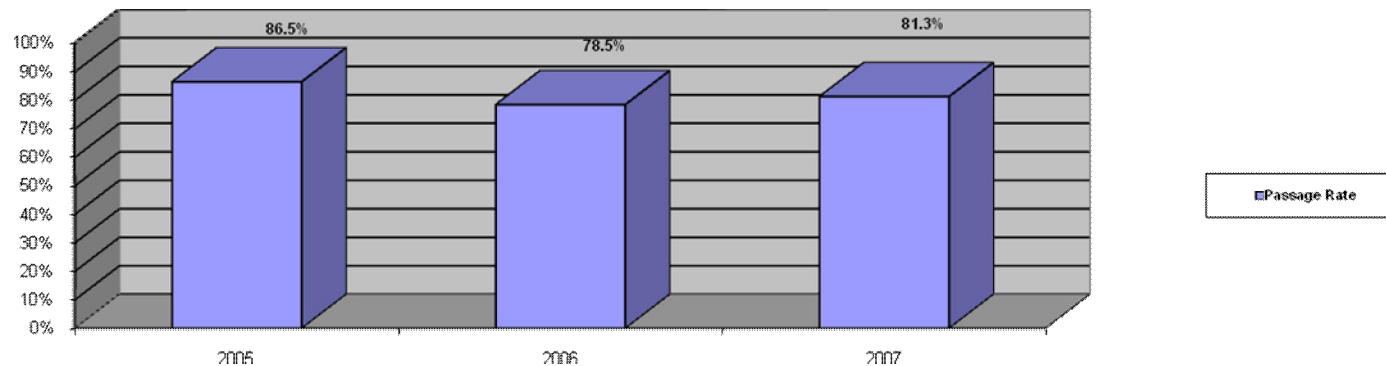
An analysis of previous HSAP data as shown in chart #2 indicates that in 2005 only 41% of students administered the examination passed both the English Language Arts (ELA) and mathematics subtests on the first attempt. In 2006, only 45% of the students passed both subtests on the first attempt. In 2007, 56% of the students passed both subtests on the first attempt indicating an increase of 11%. Even though there was an increase in the first attempt passage rate, significant improvement is needed.

Chart #2--HSAP 1st Attempt Passage Rate for ELA & Math (10th Grade/2nd Year in High School)
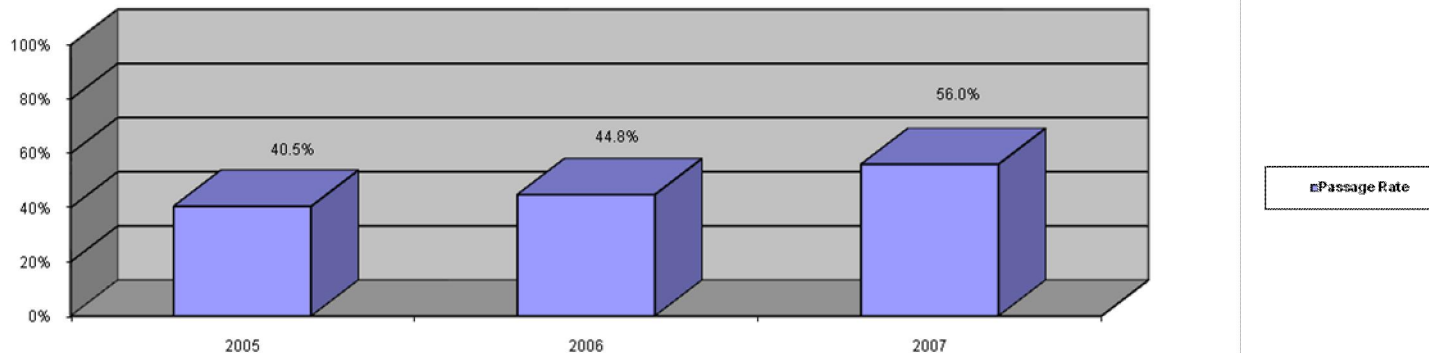
An analysis of the End-of-Course examination data shown below in chart #3 indicates that in 2005, 34.1% of students taking the EOC examination in the areas of English I, Algebra I, and Physical Science passed by scoring 70 or above. In 2006, 36.4% of students taking the EOC examination in the areas of English I, Algebra I, and Physical Science scored 70 or above. In 2007, only 44% of students taking the EOC examination in the areas of English I, Algebra I, and Physical Science passed by scoring 70 or above. Even though the findings indicate a slight increase there is a continuing need to develop and implement strategies to increase student performance on the EOC examination.

Chart #3--End-of-Course 2-Year Data Analysis (English I, Algebra I, Physical Science)
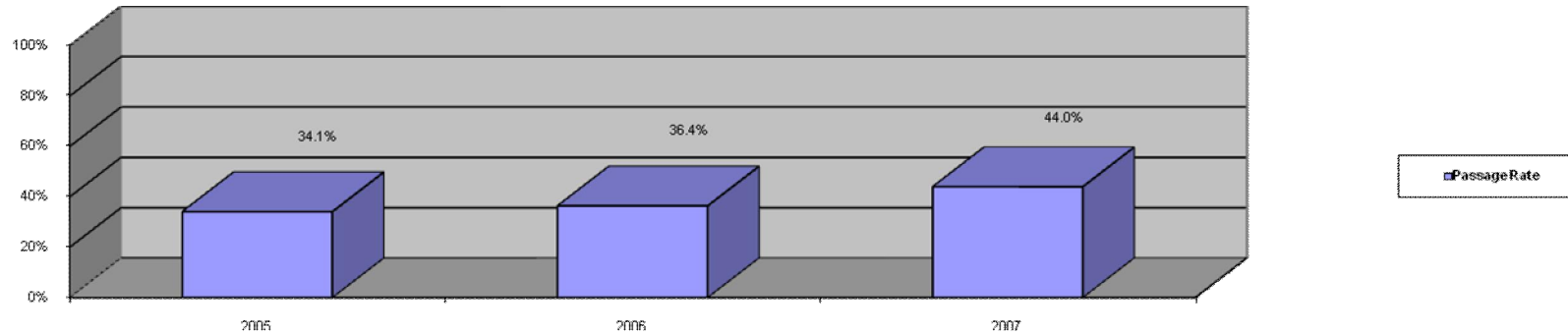
Graduation Rate

An analysis of previous graduation data (percent of students graduating on time or in four years) presented in chart #4 indicates that in 2005, Eau Claire High School obtained a graduation rate of 74%. In 2006, the graduation rate dropped to 58.4%. In 2007, according to the data, only 57.9% of the students entering high school four years earlier, graduated on time. The review of graduation data also shows a continual decline in the percentage of students graduating on time or in four years over the last two years (2006 & 2007). Such findings indicate a need for intervention and the development of strategies to address this issue and reverse this pattern and increase the school's graduation rate.

Chart #4—Graduation Rate
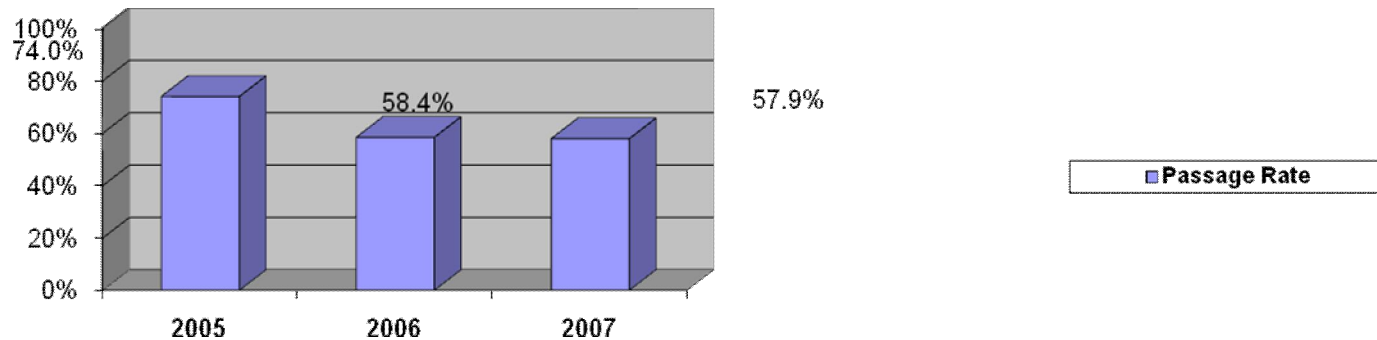
Summary of Process Used:

A leadership team was developed to find ways to improve Eau Claire High School. The team consisted of stake holders which included administrators, staff, students, parents, and community members. A thorough review of the overall self-study of the school's climate and student academic performance was conducted by the team. An analysis of data from the state's school report card and finding by the state's external review team or ERT report was also examined.

To ensure input and buy-in, throughout this process, data updates were provided to all stakeholders (community members, parents, faculty/staff, and students) and feedback solicited during School Improvement Council (SIC) Meetings, PTO meetings, Faculty/Staff Meetings, and student awareness sessions. Stakeholders had an opportunity to review the documentation and ask questions.

It was paramount that the faculty and staff became involved in the process. Though staff members were a part of the development of four focused goals, it was important that each became and remain familiar with "what the data says." Therefore, through a series of meetings, staff developments, and "data" awareness sessions, the staff was constantly reminded of "where we were", "where we are", "where we want to be" and "how we planned to get there." This approached did much to "focus" the staff in terms of determining the goals necessary for academic and school improvement.

Another important entity was the involvement of the student body. It was crucial that the student body became well informed in the school's focused goals development process. Through what we deemed as "Mini Assemblies/Student Awareness Sessions", the school's vision, goals, and academic achievement data was shared with the students. It was during these sessions that students really began to understand their role in their academic success. Within these sessions, because they are small in nature, more individual attention could be given to student concerns. It was also during these sessions that data was shared with the students and the "where we were", "where we are", "where we want to be" and "how we planned to get there" became a school wide focus. In addition, at these sessions and larger sessions, data was presented; the findings discussed and later the 2008-2009 focused goals shared with the students.

The selected Focused Goals were all data-driven as it was determined through the information found during the intensive data analysis that addressing these goals would increase students academic performance across the curriculum; improve report card rating and over-all school climate.

Goals Impact of Meeting Expected Progress:

Eau Claire High School's absolute report card rating was Unsatisfactory for 2007. The school must show gains of .06 to meet expected progress. To improve the absolute rating, Eau Claire High School must meet the following minimal gains in the noted areas (i.e. Longitudinal HSAP Passage Rate 7%, HSAP 1st Attempt 5%, EOC Passage Rate 5%, and On-Time Graduation Rate 7%). Successfully meeting these gains will enable Eau Claire to surpass the required .06 gains set by the state.

The selected goals of the 2008-2009 Focused School Renewal Plan (FSRP) are directly related to the criterion necessary to meet Adequate Yearly Progress (AYP) required by law and will address those areas identified as having the greatest impact on the Eau Claire School Report Card Rating. For example, increase student performance on End of Course Examinations (EOC) counts 20% of school's report card ratings, increase HSAP passage rate on 1st attempt counts 20%, increase longitudinal HSAP passage rate counts 30% and increase graduation rate counts 30%. Success in meeting improvement in these selected goals will have a tremendous impact enabling the school to meet expected progress. In addition, the principal's goals are aligned with the student achievement goals to maximize implementation, support and feedback. For example, providing staff development to continue staff growth in delivery of standards - based instruction and instructional best practices and the monitoring of classroom instruction by administrators and lead teachers will serve to identify and address the needs of teachers and students. Being backed by district level support, the Focused Goals selected by the school address good teaching and learning. Full implementation of the plan will enable the school to meet expected progress.

This endeavor will require the school to work diligently to increase stakeholder involvement in the education of all students. Obtaining and sustaining continuous buy-in and support of the Focused Goals from all stakeholders (Parents, Students, Teachers, District, Partnerships, Institutes of Higher Learning, and The Eau Claire Community) are crucial for improving the school's absolute rating and meeting expected progress for 2009.

School Timeline

July 2008
Disaggregation and Analysis of HSAP Data both longitudinal and first attempt by Data Team
Disaggregation and Analysis of End-of-Course test results by Data Team
Development of Professional Development Activities based on analysis of data

August 2008
Continue to analyze HSAP Data and End-of-Course test results
Identify no-shows, drop-outs, and inactive students
Focused Staff Development activities (i.e. Differentiated Instruction, Classroom Management, Unwrapping the Standards, Revised Bloom's Taxonomy)
Begin Classroom Walk Throughs
Analyze School Report Card Preliminary Data
Analyze Graduation Data using Monthly Graduation Assessment Tool (MGAT)
Provide necessary supplies and materials for instruction
Utilize Credit Recovery to assist students in meeting graduation requirements
Conduct monthly Data Team meetings

September 2008
Continue to analyze HSAP Data and End-of-Course test results
Continue analyzing school report card data (i.e. HSAP 1st Attempt, HSAP longitudinal, EOC).
Analysis of Preliminary AYP Data
Continue Focused Staff Development based on Data (i.e. Differentiated Instruction, Classroom Management, Unwrapping the Standards, Revised Bloom's Taxonomy)
Presentation of Focused Goals to parents, partnerships, communities and students through open houses, School Improvement Council, PTSA, and student awareness sessions.
HSAP Benchmarks for students repeating HSAP testing in October
MAP Testing
Begin After-School Academic Assistance Tutorial Program
Continue Classroom Walk Throughs
Analyze Graduation Data using Monthly Graduation Assessment Tool (MGAT)
Provide necessary supplies and materials for instruction
Utilize Credit Recovery to assist students in meeting graduation requirements
Incorporate weekend instruction to improve student achievement related to HSAP, EOC, SAT, ACT and academic offerings
Conduct monthly Data Team meetings

October 2008
Continue to analyze HSAP Data and End-of-Course test results
Continue Focused Staff Development based on Data (i.e. Differentiated Instruction, Classroom Management, Unwrapping the Standards, Revised Bloom's Taxonomy)
HSAP and EOC benchmarks
HSAP State Testing
Continue Classroom Observations
Continue After-School Academic Assistance Tutorial Program
Continue Classroom Walk Throughs
Analyze Graduation Data using Monthly Graduation Assessment Tool (MGAT)
Review nine weeks progress reports
Provide necessary supplies and materials for instruction
Conduct mock HSAP examinations and benchmarks
Utilize Credit Recovery to assist students in meeting graduation requirements
Incorporate weekend instruction to improve student achievement related to HSAP, EOC, and academic offerings
Conduct nine weeks grading period failure rate teacher conferences.
Conduct monthly Data Team meetings

November 2008
Continue to analyze HSAP Data and End-of-Course test results
Continue Focused Staff Development based on Data (i.e. Differentiated Instruction, Classroom Management, Unwrapping the Standards, Revised Bloom's Taxonomy)
MAP Testing
Continue After-School Academic Assistance Tutorial Program
Continue Classroom Walk Throughs
Analyze Graduation Data using Monthly Graduation Assessment Tool (MGAT)
Provide necessary supplies and materials for instruction
Utilize Credit Recovery to assist students in meeting graduation requirements
Incorporate weekend instruction to improve student achievement related to HSAP, EOC, and academic offerings
Conduct monthly Data Team meetings

December 2008
Continue to analyze HSAP Data and End-of-Course test results
Continue Focused Staff Development based on Data
Continue After-School Academic Assistance Tutorial Program
Continue Classroom Walk Throughs
Analyze Graduation Data using Monthly Graduation Assessment Tool (MGAT)
Review nine weeks progress reports and semester grades
Provide necessary supplies and materials for instruction
Conduct mock HSAP examinations and benchmarks
Utilize Credit Recovery to assist students in meeting graduation requirements

Incorporate weekend instruction to improve student achievement related to HSAP, EOC, and academic offerings
Conduct nine weeks grading period failure rate teacher conferences.
Conduct monthly Data Team meetings

January 2009
Continue to analyze HSAP Data and End-of-Course test results
Continue After-School Academic Assistance Tutorial Program
Continue Focused Staff Development based on Data (i.e. Differentiated Instruction, Classroom Management, Unwrapping the Standards, Revised Bloom's Taxonomy)
MAP Testing
Continue Classroom Walk Throughs
Provide necessary supplies and materials for instruction
Utilize Credit Recovery to assist students in meeting graduation requirements
Incorporate weekend instruction to improve student achievement related to HSAP, EOC, and academic offerings
Conduct monthly Data Team meetings

February 2009
Continue to analyze HSAP Data and End-of-Course test results
Continue Focused Staff Development based on Data (i.e. Differentiated Instruction, Classroom Management, Unwrapping the Standards, Revised Bloom's Taxonomy)
Continue After-School Academic Assistance Tutorial Program
Continue Classroom Walk Throughs
Provide necessary supplies and materials for instruction
Utilize Credit Recovery to assist students in meeting graduation requirements
Incorporate weekend instruction to improve student achievement related to HSAP, EOC, SAT, ACT and academic offerings
Conduct monthly Data Team meetings

March 2009
Continue to analyze HSAP Data and End-of-Course test results
Continue Focused Staff Development based on Data (i.e. Differentiated Instruction, Classroom Management, Unwrapping the Standards, Revised Bloom's Taxonomy)
Continue After-School Academic Assistance Tutorial Program
MAP Testing
Continue Classroom Walk Throughs
Review nine weeks progress reports
Provide necessary supplies and materials for instruction
Conduct mock HSAP examinations and benchmarks
Utilize Credit Recovery to assist students in meeting graduation requirements
Incorporate weekend instruction to improve student achievement related to HSAP, EOC, and academic offerings
Conduct nine weeks grading period failure rate teacher conferences.
Conduct monthly Data Team meetings

April 2009
Continue to analyze HSAP Data and End-of-Course test results
Continue Focused Staff Development based on Data (i.e. Differentiated Instruction, Classroom Management, Unwrapping the Standards, Revised Bloom's Taxonomy)
Continue After-School Academic Assistance Tutorial Program
Provide necessary supplies and materials for instruction
Utilize Credit Recovery to assist students in meeting graduation requirements
Incorporate weekend instruction to improve student achievement related to HSAP, EOC, and academic offerings
Conduct monthly Data Team meetings

May 2009
Continue to analyze HSAP Data and End-of-Course test results
Continue Focused Staff Development based on Data (i.e. Differentiated Instruction, Classroom Management, Unwrapping the Standards, Revised Bloom's Taxonomy)
Continue After-School Academic Assistance Tutorial Program
Review nine weeks progress reports and semester grades
Provide necessary supplies and materials for instruction
Utilize Credit Recovery to assist students in meeting graduation requirements
Incorporate weekend instruction to improve student achievement related to HSAP, EOC, and academic offerings
Conduct monthly Data Team meetings

June 2009
Continue Focused Staff Development based on Data (i.e. Differentiated Instruction, Classroom Management, Unwrapping the Standards, Revised Bloom's Taxonomy)
Continue After-School Academic Assistance Tutorial Program
Provide necessary supplies and materials for instruction
Utilize Credit Recovery to assist students in meeting graduation requirements
Conduct monthly Data Team meetings

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: Eighty-eight percent (88%) or more of the seniors not passing (specifically 9GR6's) required to complete additional attempts and pass the HSAP by Spring 2009 (Longitudinal HSAP)will demonstrate mastery of HSAP content areas (English Language Arts and Math) scoring an average of 70 or above on the district and school administered HSAP diagnostic assessment tools by April 1, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Administer school and district generated HSAP (ELA & Math subtests) benchmarks to measure student achievement and school's overall progress toward focused goals.	All Teachers	September 2008	Analysis of the monthly benchmark reports will serve as a vehicle for the development of strategies for informing and improving instruction. They will be used to assign students to appropriate remediation/tutorials. Zimmerman, A. Washington, Audrey Harris
Conduct mock HSAP examinations and benchmarks and analyze results; identifying students' strengths and weaknesses for the development of individual improvement plans for improved student achievement and to assist repeating HSAP test-takers.	All Teachers Testing Coordinator	September 2008	Benchmarks, Test Analysis Results, and Data Files will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. A. Washington, A. Harris
Provide students not meeting HSAP standards on first attempt with intensive remediation and focused academic assistance based on weaknesses identified from previous HSAP administration results.	All Teachers Computer Lab	September 2008	After-School Attendance Rosters, Tutoring Schedules and After-School Tutoring Master Plan will serve as documentation to support the implementation of goals. These data will be used to generate a monthly report. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. F. Mack

Communicate with parents to solicit and ensure parental involvement in the education process and student achievement (i.e. Parent Night, Parent Link, PTSA, and Teacher Conferences).	All Teachers Parent Coordinator	August 2008	Programs, Fliers, Agendas, and Telephone Logs, etc. will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. J. Young
Conduct test-taking strategies workshops and sessions for students schedule to be administered the HSAP.	All Teachers	September 2008	Agendas, Presentation Schedules, and PowerPoint Presentations will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. A. Harris
Administer HSAP Benchmarks in September, December, and January.	All Teachers Testing Coordinator	October 2008 December 2008 January 2009	Benchmarks and Benchmark Results will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. A. Washington

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April, 2009, Seventy-five percent (75%) or more, of the students required to take the High School Assessment Program (HSAP) for the first time will demonstrate mastery of HSAP content areas (English / Language Arts, and Math) scoring and average of 70 or above on the district and school administered HSAP Diagnostic assessments tools.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Administer school and district generated HSAP (ELA & Math subtests) benchmarks to measure student achievement and school's overall progress toward focused goals.	All Teachers	September 2008	Analysis of monthly benchmark reports will serve as a vehicle for the development of strategies for informing and improving instruction. Zimmerman, A. Washington, A. Harris
Conduct mock HSAP examinations and benchmarks and analyze results; identifying students' strengths and weaknesses for the development of individual improvement plans.	All Teachers	September 2008	Benchmarks, Test Analysis Results, and Data Files will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. A. Washington B.
Provide before and after school tutoring for students preparing for the HSAP (Homework Center, Tutorial Program, Saturday School, Project G.O.A.L.).	All Teachers	September 2008	After-School Attendance Rosters, Tutoring Schedules, After-School Tutoring Master Plan, and Saturday School Attendance Roster will serve as documentation to support the implementation of goals. These data will be used to generate a monthly report. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. F. Mack

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Conduct test-taking strategies workshops and sessions for students schedule to be administered the HSAP.	All Teachers	September 2008	Agendas, Presentation Schedules, and PowerPoint Presentations will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. A. Harris
Administer HSAP Benchmarks in October, December, and February.	All Teachers	October 2008 December 2008 February 2009	Benchmarks and Benchmark Results will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. A. Washington

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: Seventy-five percent (75%), or more of the students enrolled in classes requiring End-of-Course (EOC) examinations (i.e. English I, Algebra I, and Physical Science) will demonstrate mastery of content scoring an average of 70 or above as measured by district and school generated EOC assessment tools by April 1, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Administer school and district generated EOC (i.e. English I, Algebra I, and Physical Science) benchmarks to measure student achievement and school's overall progress toward focused goals.	All Teachers Testing Coordinator	October 2008	Analysis of each monthly benchmark report will serve as a vehicle for the development of strategies for informing and improving instruction. Zimmerman, A. Washington, A. Harris
Conduct mock EOC examinations and benchmarks and analyze results; identifying students' strengths and weaknesses for the development of individual improvement plans.	All Teachers	October 2008 December 2008 January 2009	Benchmarks, Test Analysis Results, and Data Files will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. A. Washington
Provide before and after school tutoring for students preparing for the EOC (Homework Center, Tutorial Program, and Saturday School).	All Teachers	October 2008	After School Attendance Roster, Tutor Schedules, After School Tutoring Master Plan, and Saturday School Attendance Roster will serve as documentation to support the implementation of goals. These data will be used to generate a monthly report. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. F. Mack

Infuse technology into classroom instruction for the enhancement of instruction, reinforcement of instruction and/or remediation (i.e. Nova Net, Smart board, etc.).	All Teachers Technology Coordinator	October 2008	Lesson Plans and Classroom Walk Through Data (CWT) will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. A. Harris
Communicate with parents to solicit and ensure parental involvement in the education process and student achievement (i.e. Parent Night, PTSA, and Teacher Conferences).	All Teachers Parent Coordinator	October 2008	Programs, Fliers, Agendas, and Telephone Logs, etc. will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. J. Young
Conduct test-taking strategies workshops and sessions for students schedule to be administered the EOC.	All Teachers Guidance Testing Coordinator	October 2008	Agenda, Presentation Schedules, and PowerPoint Presentations will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. A. Harris
Administer End-of-Course (EOC) benchmarks in the month of October 2008, December 2008 and February 2009 and analyze results and measure progress toward meeting FSRP Goals.	All Teachers Testing Coordinator	October 2008 December 2008 February 2009	Benchmarks and Benchmark Results will serve as documentation to support the implementation of goals. These data will be used to generate a monthly report. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. A. Washington

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 4: Sixty-five percent (65%) or more of the entire 9Gr6 student population, which includes 119 students, will be identified as having completed or are in line to complete the required 24 credits for graduating in Spring 2009 as indicated by school generated Monthly Graduation Assessment Tool or MGAT by April 1, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Provide students not meeting HSAP standards on first attempt with intensive remediation and focused academic assistance based on weaknesses identified from previous HSAP administration results.	All Teachers	October 2008	After-School Attendance Rosters, Tutoring Schedules and After-School Tutoring Master Plan will serve as documentation to support the implementation of goals. These data will be used to generate a monthly report. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. F. Mack

Infuse technology into classroom instruction for the enhancement of instruction, reinforcement of instruction and/or remediation (i.e. Nova Net, Smart board, TCA Prep etc.)	All Teachers Information Technology Specialist	October 2008	Lesson Plans and Classroom Walk Through Data will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction.
			
			    A. Harris
			    B.

Communicate with parents to solicit and ensure parental involvement in the education process and student achievement (i.e. Parent Night, PTSA, and Teacher Conferences).	Parent Liaison Guidance Counselors All Teachers	October 2008	Programs, Fliers, Agendas, Telephone Logs, etc. will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. J. Young

Integrate College Summit initiative into curriculum to enhance student knowledge of college life and post-graduation studies.	Guidance Counselors All Teachers	October 2008	Meetings and Workshop Agendas will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. A. Harris

Analyze graduation data monthly using school generated Monthly Graduation Assessment Tool(MGAT) to measure student graduation status and progress toward on-time graduation Spring 2009 (9Gr6).	Guidance & Graduation Committee	October 2008	Monthly Graduation Assessment Tool Data, Conference Logs, Report Cards and transcripts will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. Zimmerman, A. Washington, A. Harris

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: At least eighty-five percent (85%) of the faculty will be trained in the practice of High Yield Strategies, Reading Apprenticeship, and Differentiated Instruction (DI), research based instructional processes which increase teacher effectiveness in meeting the needs of all students; thus, maximizing student learning and subsequently allowing 75% or more of the students required to take the High School Assessment Program (HSAP) for the first time will demonstrate mastery of HSAP content areas (English / Language Arts, and Math) scoring an average of 70 or above on school and district administered HSAP Diagnostic assessments tools by April 1, 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Provide research-based professional development activities focused on best practices for improved instruction and student academic performance.	Principal Assistant Principal	August 2008	Professional Development Agendas and Sign-in sheets will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction.
Provide opportunities and support for faculty and staff to attend workshops and professional development activities (i.e. national, state, regional, and local).	Principal Assistant Principal	August 2008	Professional Development Sessions and Agendas will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction.
Provide opportunities for collaborative planning for the enhancement of teaching and learning.	Principal Assistant Principal Dept. Heads	August 2008	Departmental meetings, vertical teaming meetings, and cross-curricular meetings' agendas and sign-in sheets will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. Collaborative meetings will be possible due to schedule allowances afforded to each department. Zimmerman, Dept. Heads, A. Harris

Supervise the development, implementation and administration of benchmarks and standardized tests; monitor and analyze benchmarks and test data; development of instructional strategies through use of intervention personnel for improved student achievement.	Principal API Testing Coordinator Data Team	September 2008	Testing Benchmarks, schedules, Test Scores, and Report Card Data will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction. A. Washington
Implement an incentive system for students who pass the EOC.	Principal	Fall 2008	Awards assembly schedules, written records of rewards provided will serve as documentation to support the implementation of goals. Analysis of each report will serve as a vehicle for the development of strategies for informing and improving instruction.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: At least eighty-five percent (85%) of the faculty will be trained in the practice of High Yield Strategies, Reading Apprenticeship, and Differentiated Instruction (DI), research based instructional processes which increase teacher effectiveness in meeting the needs of all students; thus, maximizing student learning and subsequently allowing 75% or more of the students enrolled in classes requiring End-of-Course (EOC) examinations (i.e. English I, Algebra I, and Physical Science) will demonstrate mastery of content scoring an average of 70 or above as measured by district and school generated assessment tools by April 1, 2009.
(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Conduct classroom observations to gain instrumental insight and provide teacher feedback for improved teaching and learning.	Principal Leadership Team	September 2008	Classroom Observation Forms and Classroom Walk Through(CWT) Data will serve as documentation to support the implementation of goals.
Provide opportunity for teachers to engage in the professional activities outlined in the FSRP.	Principal	August 2008	Professional Development Sessions Agendas
Establish Data Review Teams to assist in school data analysis for continued school improvement.	Principal Assistant Principal for Curriculum	Fall 2008	Meeting Agendas, Programs, PowerPoint Presentations
Provide opportunity for collaborative planning (i.e. common planning time, and extended day).	Principal	Oct-May 2008	Classroom Observation Forms Classroom Walk Through (CWT) Data.
Establish the necessary standard operating procedures (SOP) for the establishment of a safe, caring environment conducive to learning.	Principal	August 2008	Student Handbook, Staff Handbook, Code of Conduct, Parent Conferences

Provide data awareness sessions to ensure students, faculty, staff, parents, partnerships, and communities are aware of goals and objectives as it relates to student performance (i.e. HSAP and EOC examination) and graduation.	Principal Guidance Testing Coordinator Assistant Principal for Curriculum	Fall 2008	Meeting Agendas, Programs, PowerPoint Presentations

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, sixty percent of second year students will demonstrate an increase of 10% on the First attempt Spring of 2008 HSAP as measured by their Spring 2009 MAP ELA test (using their MAP/HSAP correlation).

The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Schools will be provided "District Pacing Guides" that align instructional indicators to the South Carolina State Content Standards.	Curriculum and Instruction District Consultants	August 08	The pacing guides will provide a common reference for standards based instruction as well as a framework that establishes consistency of delivery across district schools. Documentation: Pacing guides, Ed Soft web page update Responsible: Executive Director
Training will be provided to schools to assist with the use and implementation of the "District Pacing Guides"	Curriculum and Instruction District Consultants	August 08	The pacing guides will provide a reference for standards based instruction as well as a framework that establishes consistency of delivery across district schools. Documentation: PD schedule Responsible: Executive Director
District Consultants will work with school level staff to clarify the utilization of the pacing guides. District consultants will assist with vertical and horizontal team content meetings to review the utilization of "District Pacing Guides"	Curriculum and Instruction District Consultants	August 08	As teachers move across the school term with the implementation of standards based instruction, planning is needed to provide additional resources and clarification as to the use of the guides. (Executive Director) Schedule to be determined Documentation: Visitation Schedule Responsible: Executive Director

Consultants will share "Best Practices" and resources based upon the South Carolina State Content Standards support documents. Consultants will review data from the quarterly HSAP Benchmark assessments with school level Department Heads to identify additional content strands that may require additional instruction and to develop strategies to address the identified areas.	Curriculum and Instruction District Consultants	August 08	As teachers move across the school term with the implementation of standards based instruction, planning is needed to provide additional resources and clarification as to the use of the guides. Documentation: Visitation schedule Responsible: Executive Director
District Subject area consultants will use a coaching model to support teachers with implementing effective instruction and promoting engagement.	District Consultants ENI Consultants	October 08	District Consultants/ENI Consultants will engage teachers in "reflective" discussions pertaining to lessons taught. The goal is to improve instruction by having teachers to analyze the teaching/learning process. A district observation form with reflective questions will be used to direct the conferences. Documentation : visitation schedule and observation documents Responsible: Executive Director
District administrators will observe classroom instruction and provide documentation as to the implementation of the district literacy framework	District Consultants Directors Coordinators	October 08	District administrators will observe instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. Documentation: visitation schedule and observation documents Responsible: Executive Director

District administrators will observe classroom instruction and provide documentation as to the use of three high yield strategies.
    Identifying similarities and differences
    Summarizing and note taking
    Setting objectives and providing feedback
	District Consultants Directors Coordinators	October 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as teachers needing individual support.
			Documentation: Visitation schedule and observation reports
			Responsible: Executive Director

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, sixty percent of second year students will demonstrate an increase of 10% above their October baseline on the Richland One HSAP ELA Benchmark tests.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Schools will be provided "District Pacing Guides" that align instructional indicators to the South Carolina State Content Standards.	Curriculum and Instruction District Consultants	August 08	The pacing guides will provide a common reference for standards based instruction as well as a framework that establishes consistency of delivery across district schools. Documentation: Pacing Guides, Ed Soft Web update Responsible: Executive Director
Training will be provided to schools to assist with the use and implementation of the "District Pacing Guides"	Curriculum and Instruction District Consultants	August 08	The pacing guides will provide a reference for standards based instruction as well as a framework that establishes consistency of delivery across district schools. Documentation: PD Schedule Responsible: Executive Director
District Consultants will work with school level staff to clarify the utilization of the pacing guides. District consultants will assist with vertical and horizontal team content meetings to review the utilization of "District Pacing Guides".	Curriculum and Instruction District Consultants	August 08	As teachers move across the school term with the implementation of standards based instruction, planning is needed to provide additional resources and clarification as to the use of the guides. (Executive Director) Schedule to be determined. Documentation: Visitation Schedule Responsible: Executive Director
Consultants will share "Best Practices" and resources based upon the South Carolina State Content Standards support documents. Consultants will review data from the quarterly HSAP Benchmark assessments with school level	Curriculum and Instruction District Consultants	August 08	As teachers move across the school term with the implementation of standards based instruction, planning is needed to provide additional resources and clarification as to the use of the guides. Documentation: Visitation Schedule

Department Heads to identify additional content strands that may require additional instruction and to develop strategies to address the identified areas.			Responsible: Executive Director
Consultants will review data from the quarterly HSAP Benchmark assessments with school level department heads to identify additional content strands that may require additional instruction and to develop strategies to address the identified areas.	Curriculum and Instruction District Consultants	October 08	District benchmarks will provide the school with data regarding students' progress in meeting academic goals. The school will use the information derived to determine where re-teaching and regrouping may be needed. The benchmark test and the compilation of results will be the supporting evidence. Documentation: Benchmark Reports Responsible: Executive Director
District subject area consultants will use a "coaching" model to support teachers with implementing effective instruction and promoting engagement.	District Consultants	October 08	District consultants/ENI consultants will engage teachers in "reflective" discussions pertaining to lessons taught. The goal is to improve instruction by having teachers to analyze the teaching/learning process. A district observation form with reflective questions will be used to direct the conferences. Documentation: visitation schedule, teacher reflection form Responsible: Executive Director
District administrators will observe classroom instruction and provide documentation as to the implementation of the district literacy framework.	District Consultants Directors Coordinators	October 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. Documentation: Visitation schedule and observation documents Responsible: Executive Director

District administrators will observe classroom instruction and provide documentation as to the use of three high yield strategies.
    Identifying similarities and differences
    Summarizing and note taking
    Setting objectives and providing feedback
	District Consultants Directors Coordinators	October 08	District administrators will observe classroom instruction to monitor implementation of the achievement of the achievement strategies and to identify additional professional development needs as well as teachers needing individual support.
			
			Documentation: Visitation Schedule and Observation documents
			Responsible: Executive Director

Title and Description of Each Program and Initiative
Included in the FSRP

Nova Net – Computer-based credit recovery and credit accrual program used to assist students in meeting requirements for high school graduation.

Saturday School/ (W.E. C.A.R.E) Program – **W**eek**E**nd **C**lasses **A**imed at **R**eaching **E**veryone—This Saturday Extended Day Academic Assistance Program provides opportunities for students to gain additional help in gaining skills necessary to increase performance on the HSAP, EOC, SAT, and ACT.

HSAP Strategy Classes – Designed to help students meet the state standards on the Exit Examination.

SAT / ACT Classes – Prepare students who anticipate taking the SAT and ACT by training them in test-taking skills appropriate for the tests as well as refreshing students knowledge of previously learned skills.

Project GOAL – An integral part of our after school program that offers additional services such as mentoring, extended tutoring (Wednesdays) and social skills development.

Measures of Academic Progress (MAP) – Computerized adaptive assessment program that provides teachers with information they need to improve teaching and learning. Teachers can use growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.

The District Benchmark Assessment System was developed as a support tool for teachers to help them gauge their student's strengths and weakness against end-of year standards. Benchmark Assessments have been designed to advance teaching and learning in several important ways. First, they provide teachers wit quick, reliable monthly feedback on how students are progressing toward state standards. Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of each content area.

M.G.A.T. – Monthly Graduation Assessment Tool, utilized to measure student graduation status and progress toward on-time graduation. Items within the MGAT used to identify graduation status and progress include Student Credit Tally, Credit Recovery Needs Assessment, Individualized Attendance Report, Student Discipline Report, Parent Contact Log, Student HSAP Status Log, and current class schedule.

TCA – **T**riumph **C**ollege **A**dmissions – Web-based study guides offering comprehensive solutions to college entrance preparation. Guides include SAT/PSAT, ACT and correlative resources for HSAP preparation.

College Summit - College Summit provides districts with a strategy and tools to transform college enrollment throughout the district. Equipping students, teachers, counselors, principals and administrators, College Summit builds the school's capacity to send more students to post-secondary education.